

FRESNO COUNTY MENTAL HEALTH PLAN

OUTCOMES REPORT- Attachment A

PROGRAM INFORMATION:

Program Title:	Positive Behavior Interventions and Supports (PBIS)	Provider:	Fresno County Superintendent of Schools - Special Education Local Plan Area (SELPA)
Program Description:	To ensure that PBIS school teams are creating a positive culture in their schools providing students with behavior supports and interventions (school-wide, at-risk/targeted, individualized) that are proactive and preventive for all students, staff, families, and the community that are sustainable and effective.	MHP Work Plan:	2-Wellness, recovery, and resiliency support Choose an item. Choose an item.
Age Group Served 1:	CHILDREN	Dates Of Operation:	August 2013 – June 30, 2018
Age Group Served 2:	TAY	Reporting Period:	July 1, 2017 – June 30, 2018
Funding Source 1:	Prevention (MHSA)	Funding Source 3:	Choose an item.
Funding Source 2:	Early Intervention (MHSA)	Other Funding:	Click here to enter text.

FISCAL INFORMATION:

Program Budget Amount:	\$466,379.00	Program Actual Amount:	\$287,533.19
Number of Unique Clients Served During Time Period:	n/a		
Number of Services Rendered During Time Period:	n/a		
Actual Cost Per Client:	n/a		

CONTRACT INFORMATION:

Program Type:	Contract-Operated	Type of Program:	Other, please specify below
Contract Term:	July 1, 2013 – June 30, 2018	For Other:	Prevention and Early Intervention training to school staff and administrators of K-12 students
		Renewal Date:	To be superseded by new agreement in FY 2018-2019

Level of Care Information Age 18 & Over: Choose an item.

Level of Care Information Age 0- 17: Choose an item.

There is no direct service to clients (students). PBIS training and support is provided to school administrators and other personnel participating in training cohorts, who are responsible for implementing the PBIS principles and strategies at their respective schools.

TARGET POPULATION INFORMATION:

Target Population: The direct target population is the school administrators and personnel who participate in each PBIS training cohort. The indirect but primary target population is the K-12 students attending schools that have completed or are receiving training for PBIS.

Key Terms:

Cohort- defined as a group FCOE schools beginning the three-year PBIS training at the same time (Year 1 of training is focused on Tier 1 PBIS implementation (School-Wide Initiatives and Interventions), Year 2 is focused on Tier 2 PBIS implementation (Targeted and At-Risk Interventions), and Year 3 is focused on Tier 3 PBIS implementation (Individualized interventions).

Seven cohorts of schools have been trained as of August 2018. The 9th year of PBIS training will begin in September 2018 (note: the focus on this year is on refresher opportunities since the majority of FCOE schools have already worked through the 3-year process). Cohorts 1-6 have graduated from the training but will still be allowed to attend refresher PBIS trainings and apply for PBIS model school recognition. Cohort 7 is the last school remaining in the 3-year training process (in their final year-Tier 3).

Total of cohorts and schools: 7 cohorts of schools are currently in or graduated from the FCOE PBIS model school trainings (Cohort 1/20 schools-graduated, Cohort 2/31 schools-graduated, Cohort 3/17 schools-graduated, Cohort 4/24 schools-graduated, Cohort 5/27 schools-graduated, Cohort 6/8 schools-graduated, and Cohort 7/7 schools-currently in their final training year. Data in this report will reflect cohorts 1-7.

CORE CONCEPTS:

- **Community collaboration:** individuals, families, agencies, and businesses work together to accomplish a shared vision.
- **Cultural competence:** adopting behaviors, attitudes and policies that enable providers to work effectively in cross-cultural situations.
- **Individual/Family-Driven, Wellness/Recovery/Resiliency-Focused Services:** adult clients and families of children and youth identify needs and preferences that result in the most effective services and supports.
- **Access to underserved communities:** Historically unserved and underserved communities are those groups that either have documented low levels of access and/or use of mental health services, face barriers to participation in the policy making process in public mental health, have low rates of insurance coverage for mental health care, and/or have been identified as priorities for mental health services.
- **Integrated service experiences:** services for clients and families are seamless. Clients and families do not have to negotiate with multiple agencies and funding sources to meet their needs.

Please select core concepts embedded in services/ program:

(May select more than one)

Community collaboration

Choose an item.

Choose an item.

Choose an item.

Please describe how the selected concept (s) embedded :

The implementation of PBIS in local schools enlists educators and parents in the process of creating a positive culture at their school sites and providing students with behavior supports and interventions that are proactive and preventative for all students, staff, families, and the community that are sustainable and effective.

PROGRAM OUTCOME & GOALS

- **Must include each of these areas/domains:** (1) Effectiveness, (2) Efficiency, (3) Access, (4) Satisfaction & Feedback Of Persons Served & Stakeholder

- **Include the following components for documenting each goal:** (1) Indicator, (2) Who Applied, (3) Time of Measure, (4) Data Source, (5) Target Goal Expectancy

Note: This program includes all of the components in areas/domains as follows: Effectiveness is measured by model school level, Efficiency is measured by model school level, Access is given to all students attending the schools in the training, Satisfaction and Feedback is measured by training surveys -95% of participants rated in the very beneficial range.

Program Outcomes/Goals

Outcome 1 and 2 (combined). 70-80% of schools overall (Outcome 1) and by cohort (Outcome 2) will implement PBIS at model levels (Model level qualification depends on what cohort and year of training the school is in – note: Cohorts 1-5 had graduated the training during 2017-2018 PBIS Model school qualification. However, their ongoing goal is to reach or maintain Gold level PBIS implementation, Cohort 6 was in the third year of training (final year) with the goal of gold level PBIS implementation, Cohort 7 was in year two of training with the goal of Silver level PBIS implementation during the 2017-2018 school year). **Note:** 10 schools were awarded the Platinum level based on their sustainability of Gold Status for 2 consecutive years and their maintained less than 3% suspension rates.

Bronze: Evidence of school-wide initiatives and interventions, 80% on the Benchmark of Quality (BoQ) Tier 1 survey, Met Tier 1 walkthrough score, decrease in school-wide discipline (e.g., decrease in suspensions and major referral incidents based on PBIS team behavior goals and

below 5% of enrollment criteria).

Silver: Evidence of targeted and at-risk interventions, 80% on the Monitoring Advanced Tiers Tool (MATT) Tier 2 survey or the Benchmarks of Advanced Tiers (BAT) Tier 2 survey, evidence of at least one effective Tier 2 intervention implemented, and decrease in targeted and at-risk student discipline (e.g., decrease in suspensions and major referral incidents based on PBIS team behavior goals).

Gold: Evidence of individualized interventions, 80% on the Monitoring Advanced Tiers Tool Tier 3 survey or the Benchmarks of Advanced Tiers (BAT) Tier 3 survey, evidence of at least one effective Tier 3 intervention implemented, and decrease in individualized student discipline (e.g., decrease in suspensions and major referral incidents based on PBIS team behavior goals).

Platinum (New 2017-2018): Platinum level based on their sustainability of Gold Status for 2 consecutive years and their maintained less than 3% suspension rates.

Outcome 3. 70-80% of schools will demonstrate a decrease in number of suspensions and expulsions (In order to be classified as a Model PBIS school, schools have to demonstrate a decrease in discipline data based on behavior goals and decreasing suspensions or maintaining a 5% or less suspension rate in comparison to school enrollment).

Outcome 4. 60% of the school trained on Tier 2 (Targeted and At-Risk Interventions) and Tier 3 (Individualized) interventions will have at least one effective intervention at each level in place at their school.

Outcome 5. 70-80% of schools will increase in mental health preventative factors compared to risk factors based on PBIS implementation and measured by the School Safety Survey (SSS).

GOAL INDICATORS AND OUTCOMES: Goals 1-5 (2017-2018) School Year

Outcome 1 and 2 (combined). 70-80% of schools overall (Outcome 1) and by cohort (Outcome 2) will implement PBIS at model levels.

Outcome 1: MET 107/134 schools overall 80% reached model PBIS level implementation in 2017-2018

Note: Total number of schools is less than 2016-2017 school year due to an out of county school district deciding to continue their training around the same PBIS model but offered at their county (this impacts the total numbers of cohort 6 and cohort 7).

Outcome 2: MET Percentage by cohort meeting model PBIS implementation levels 2017-18:

Cohort 1 14/20 70%,

Cohort 2 29/31 94%,

Cohort 3 10/17 60% (Cohort 3 note: A handful of FCOE ED classrooms did not apply individually, reflecting a lower percentage from previous year. It was optional for them to apply and they decided to continue implementation but let the school their class is housed in apply for overall model school level that incorporates them as well)

Cohort 4 20/24 83%,

Cohort 5 19/27 70%,

Cohort 6 8/8 100%, and
Cohort 7 6/7 86%.

Note: Model level qualification depends on what cohort and year of training the school is in – (Cohorts 1-5 had graduated the training during 2017-2018 PBIS Model school qualification. However, their ongoing goal is to reach or maintain Gold level PBIS implementation, Cohort 6 was in the third year of training (final year) with the goal of Gold level PBIS implementation, Cohort 7 was in year two of training with the goal of Silver level PBIS implementation during the 2017-2018 school year). Cohort 7 will be only cohort remaining in the 2018-2019 final year of Tier 3 training.

Bronze: Evidence of school-wide initiatives and interventions, 80% on the Benchmark of Quality (BoQ) Tier 1 survey, Met Tier 1 walkthrough score, decrease in school-wide discipline (e.g., decrease in suspensions and major referral incidents based on PBIS team behavior goals and below 5% of enrollment criteria).

Silver: Evidence of targeted and at-risk interventions, 80% on the Monitoring Advanced Tiers Tool (MATT) Tier 2 survey or the Benchmarks of Advanced Tiers (BAT) Tier 2 survey, evidence of at least one effective Tier 2 intervention implemented, and decrease in targeted and at-risk student discipline (e.g., decrease in suspensions and major referral incidents based on PBIS team behavior goals).

Gold: Evidence of individualized interventions, 80% on the Monitoring Advanced Tiers Tool Tier 3 survey or the Benchmarks of Advanced Tiers (BAT) Tier 3 survey, evidence of at least one effective Tier 3 intervention implemented, and decrease in individualized student discipline (e.g., decrease in suspensions and major referral incidents based on PBIS team behavior goals).

Platinum (New 2017-2018): *Platinum level based on their sustainability of Gold Status for 2 consecutive years and their maintained less than 3% suspension rates.*

Outcome 3. 70-80% of schools will demonstrate a decrease in number of suspensions and expulsions (In order to be classified as a Model PBIS school, schools have to demonstrate a decrease in discipline data based on behavior goals and decreasing suspensions or maintaining a 5% or less suspension rate in comparison to school enrollment).

Outcome 3: MET data reflects decrease or maintaining 5% or less suspension rate in 2017-18:

Cohort 1 14/20 70%,
Cohort 2 29/31 94%,
Cohort 3 10/17 60%,
Cohort 4 20/24 83%,
Cohort 5 19/27 70%,
Cohort 6 8/8 100%, and
Cohort 7 6/7=86%

Outcome 4. 60% of the school trained on Tier 2 (Targeted and At-Risk Interventions) and Tier 3 (Individualized) interventions will have at least one effective intervention at each level in place at their school.

Outcome 4: MET Percentage by cohort implementing effective Tier 2 or Tier 3 interventions (*Note: Schools at Silver level demonstrate evidence of an effective Tier 2 Intervention and schools at the Gold level demonstrate evidence of both an effective Tier 2 and Tier 3 interventions*):

All cohorts 1-7 are have been trained on Tier 2 and Tier 3 intervention implementation (with the exception of Cohort 7 – will receive Tier 3 training in the 2018-2019 school year).

Cohorts 1-7 107/134 80% were at either Silver or Gold levels of implementation.

Silver Level 11/134= 8%

Gold Level 123/134=92% (Platinum Bonus Level: 10/123=8%)

Outcome 5. 70-80% of schools will increase in mental health preventative factors compared to risk factors based on PBIS implementation and measured by the School Safety Survey (SSS).

Outcome 5: MET approximately 74% of the schools have reported an improvement in protective factors based on School Safety Surveys and evidence in model school applications.

DEPARTMENT RECOMMENDATION(S):

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